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| 2 | Area of Strength or Very Capable | Applies knowledge and understanding to effectively support student learning |
| 1 | Developing/Capable | Shows basic knowledge and understanding; attempts to support student learning but may be inconsistent |
| 0 | Area Weakness or  Unsatisfactory | Shows limited knowledge and understanding and/or weak performance that does not support student learning |

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| **Rubric for Self-Assessment** | | | |
| **Name:** | | | |
| **Instructional Design and Lesson Planning:** | | **Yes** | **No** |
| My lesson plan addressed a state-adopted standard at the appropriate level of rigor. | |  |  |
| My lesson plan included an essential or guiding question (higher order). | |  |  |
| My lesson plan included all required steps for a direct instruction teaching sequence (Teacher Input/Guided Practice/Independent Practice/Assessment). | |  |  |
| My lesson plan included a formative or summative assessment that is aligned with the learning goal and is stated in measureable terms. | |  |  |
| The Learning Environment: | | Effectiveness Scale | |
| Time | I allocated instructional time effectively. Time on target was maximized through coherence, lesson momentum, and smooth transitions. | 2 1 0 | |
| Space | I organized the classroom furniture, materials, and displays to support lesson goals (materials ready/organized, displays professional in appearance and easy to see and read). | 2 1 0 | |
| Climate | I maintained a learning climate of openness, inquiry, fairness and support. High expectations for learning established and respect for all promoted. | 2 1 0 | |
| Communication | I modeled clear, acceptable oral and written communication skills. Filler words not existent or very few (“okay,” “you know,” “uh”, “like”, “you guys”). | 2 1 0 | |
| Attention | My communication, classroom management, and learning environment contributed to my ability to command students’ attention and kept them motivated and engaged in the learning process. | 2 1 0 | |
| **Instructional Delivery and Facilitation:** | | **Effectiveness Scale** | |
| Content Knowledge | My own content knowledge was deep enough to deliver this lesson confidently and if needed, I could respond to preconceptions and misconceptions. | 2 1 0 | |
| Enthusiasm | I displayed enthusiasm and used a positive approach. | 2 1 0 | |
| Challenge | The content of the lesson was delivered at the appropriate level of rigor and my facilitation of instruction deepened and enriched students’ understanding of the content. Students were challenged to learn. | 2 1 0 | |
| Engagement | The delivery of the lesson captured students’ interest, was motivating, and engaged students in active learning. | 2 1 0 | |
| Relevance | I made the learning relevant by relating and/or integrating the subject matter with other disciplines and/or life experiences. | 2 1 0 | |
| Instructional Strategies | I applied varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction and to teach for student understanding. | 2 1 0 | |

**DIRECT MICROTEACH SELF-REFLECTION**

1. **Please use the rubric below to identify areas of strengths and weaknesses in your direct microteach.**

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